

ESOL Reading Benchmarks Arranged by Level and Component of Performance (COP)

COP	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C1 Determine the reading purpose.	R 1.1 Recognize letters, numbers, and some basic sight words.	R 2.1 Recognize basic survival words and signs (e.g., stop, enter, exit).	R 3.1 Comprehend basic information (e.g., signs, notes) and simple sentences.	R 4.1 Comprehend information in common forms and simple paragraphs (e.g., simple job application, classifieds, phone book).	R 5.1 Comprehend simple graphs, charts, diagrams, and paragraphs.	R 6.1 Read authentic materials to gain knowledge (e.g., to prepare a report).
C2 Select reading strategies appropriate to the purpose.	R 1.2 Use strategies to understand text (e.g., decode simple familiar words, use pictures, picture dictionary, or bilingual dictionary).	R 2.2 Use strategies to understand text (e.g., decode familiar words, recognize common sight words, use pictures, picture dictionary, or basic ESOL dictionary).	R 3.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).	R 4.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, apply context and language clues).	R 5.2 Use strategies to understand text (e.g., draw on prior knowledge, use a basic or ESOL dictionary, look for root words).	R 6.2 Use strategies to understand text (e.g., skim and scan, use dictionaries, use word parts).
	R 1.3 Use strategies to monitor word recognition of letters, words, and numerals (e.g., reread).	R 2.3 Use strategies to monitor decoding and word recognition of letters, words, and numerals (e.g., reread, question).	R 3.3 Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary (e.g., make word lists, look back or read on, identify word errors).	R 4.3 Use strategies to monitor comprehension of simple paragraphs on familiar topics (e.g., restate, copy and rephrase text, use context).	R 5.3 Use strategies to monitor comprehension of information on familiar topics with unfamiliar vocabulary (e.g., recall, explain the content of the text, use simple examples).	R 6.3 Use strategies to monitor comprehension of information on unfamiliar topics (e.g., pose and answer questions, alter reading rate).
C3 Monitor comprehension and adjust reading strategies.	R 1.4 Recognize important personal information in print.	R 2.4 Seek clarification by rereading.	R 3.4 Seek clarification by looking back to text or reading on.	R 4.4 Seek clarification by asking and answering questions.	R 5.4 Seek clarification by restating and rephrasing.	R 6.4 Seek clarification by explaining content and giving examples.
C4 Analyze the information and reflect on its underlying meaning.	R 1.5 Show awareness of simple print.	R 2.5 Draw conclusions (e.g., from graphics, from words).	R 3.5 Draw conclusions (e.g., from phrases, from simple sentences).	R 4.5 Draw conclusions (e.g., from sentences using sequence of events or description, from simple paragraphs using sequence of events or description).	R 5.5 Draw conclusions (e.g., finding main idea of a paragraph, using compare/contrast).	R 6.5 Draw conclusions (e.g., summarizing from multiple paragraphs, using fact/opinion).
C5 Integrate it (i.e., new information) with prior knowledge to address the reading purpose.	R 1.6 Complete a task (e.g., matching, filling in a blank, circling words).	R 2.6 Complete a task (e.g., follow simple one-step directions such as “Open book to page 20.”).	R 3.6 Complete a task (e.g., follow longer directions such as “Call Maria at home at 9 p.m.”).	R 4.6 Complete a task (e.g., follow two-step to three-step directions such as “Call Maria at home at 9 p.m. and invite her to dinner.”).	R 5.6 Complete a task (e.g., follow multi-step directions on familiar topics such as directions to the library).	R 6.6 Complete a task (e.g., follow complex directions such as recipes).

ESOL Listening Benchmarks Arranged by Level and Component of Performance (COP)

COP	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C1 Attend to oral information.	L 1.1 Demonstrate comprehension of simple words, including basic, emergency, and survival words.	L 2.1 Demonstrate comprehension of simple phrases and sentences with familiar vocabulary.	L 3.1 Demonstrate comprehension of sentences on simple topics.	L 4.1 Demonstrate comprehension of familiar topics.	L 5.1 Demonstrate some comprehension of less familiar topics and vocabulary, and authentic listening sources (e.g., weather forecast, telephone menu) related to daily life and work.	L 6.1 Demonstrate comprehension of most everyday subjects spoken with fluency.
C2 Clarify purpose for listening and use listening strategies appropriate to that purpose.	L 1.2 Begin to comprehend basic nonverbal cues (e.g., eye contact, gestures) in informal settings.	L 2.2 Comprehend nonverbal facial and body cues (e.g., frown, smile, shrug).	L 3.2 Comprehend nonverbal facial and body cues in informal, social settings.	L 4.2 Comprehend nonverbal facial and body cues (e.g., personal space, touching, body position) in informal or formal settings.	L 5.2 Begin to distinguish between formal and informal language.	L 6.2 Comprehend and distinguish between formal and informal language.
C3 Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.	L 1.3 Use nonverbal strategies to demonstrate lack of comprehension (e.g., shrugging, shaking head).	L 2.3 Use verbal strategies to demonstrate lack of comprehension (e.g., ask speaker for repetition, begin rephrasing).	L 3.3 Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener uses simple rephrasing to check understanding).	L 4.3 Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener asks for clarification).	L 5.3 Ask questions to check comprehension (e.g., listener asks targeted/more specific questions for clarification).	L 6.3 Use various strategies to demonstrate comprehension (e.g., listener provides clarification, when necessary).
C4 Integrate information from listening with prior knowledge to address listening purpose.	L 1.4 Respond to simple questions with simple learned phrases.	L 2.4 Respond to simple personal questions.	L 3.4 Respond appropriately to simple questions and one-step directions.	L 4.4 Respond appropriately to questions and two-step directions from various listening situations.	L 5.4 Respond appropriately to various listening sources (e.g., telephone, video, recorded announcements).	L 6.4 Has increasing ability to understand directions and questions without face to face contact (e.g., television, telephone, radio).
		L 2.5 Recognize simple conventions of speech (e.g., common contractions, such as, “can’t,” “what’s”) by responding appropriately.	L 3.5 Recognize conventions of speech (e.g., common contractions, such as, “can’t,” “what’s”) by responding appropriately.	L 4.5 Recognize frequency adverbs and simple modals (e.g., “can,” “must,” “should”) by responding appropriately.	L 5.5 Recognize reduced speech (e.g., “gonna,” “wanna”) and common idioms (e.g., “What’s up?”) by responding appropriately.	L 6.5 Recognize prepositions and phrasal verbs, (e.g., “ran into”) and begin to recognize slang and colloquialisms (e.g., “cool”) by responding appropriately.

ESOL Speaking Benchmarks Arranged by Level and Component of Performance (COP)

COP	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C1 Determine the purpose for communicating.	S 1.1 Communicate using basic, emergency, and survival words.	S 2.1 Communicate using simple phrases and sentences with familiar vocabulary, including memorized phrases.	S 3.1 Communicate using sentences on simple topics (e.g., needs, wants).	S 4.1 Participate in conversations on familiar topics.	S 5.1 Communicate in a variety of contexts related to daily life and work.	S 6.1 Communicate in social and work settings (e.g., opinions, complaints, problems) differentiating between formal and informal.
C2 Organize and relay information to effectively serve the purpose, context, and listener.	S 1.2 Pronounce simple common consonant sounds and key vowel sounds.	S 2.2 Pronounce common consonant and vowel sounds.	S 3.2 Pronounce long and short vowels, blends, and diphthongs.	S 4.2 Communicate meaning by using common contractions (e.g., “can’t,” “won’t”) and stressed syllables in a word (e.g., “beau-ti-ful”).	S 5.2 Begin to communicate meaning by using linking and intonation.	S 6.2 Communicate meaning by using rhythm and stress patterns in sentences, and begin using appropriate pauses.
C3 Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension.		S 2.3 Use grammatical structures (e.g., verb “to be” and subject pronouns in present tense) to communicate meaning.	S 3.3 Use grammatical structures (e.g., present tense, progressive tense, simple regular past tense) to communicate meaning.	S 4.3 Use grammatical structures (e.g., future and common irregular past tenses) to communicate meaning.	S 5.3 Show some control over basic grammatical structures (e.g., modal verbs, present perfect tenses, and gerunds).	S 6.3 Show control of most grammatical structures (e.g., perfect tenses, conditionals).
	S 1.3 Use simple, highly familiar words (e.g., personal names, addresses) and numbers (e.g., dates, phone numbers, prices).	S 2.4 Use words necessary for daily life (e.g., food, basic body parts, American holidays, family).	S 3.4 Use an increasing vocabulary for everyday situations (e.g., health, housing, banking, school).	S 4.4 Use descriptive words (e.g., commonly-used adjectives, commonly-used adverbs).	S 5.4 Expand vocabulary appropriate for a variety of familiar contexts.	S 6.4 Demonstrate basic fluency (e.g., register, word choice, gesture, pace).
C4 Use multiple strategies to monitor the effectiveness of the communication.	S 1.4 Use gestures to add to meaning.	S 2.5 Use one-to two-word questions (e.g., “Apple?” “Where?”), learned questions, and repetition to ensure listeners understand.	S 3.5 Use rephrasing to enhance communication.	S 4.5 Repeat, rephrase, or use circumlocution to ensure listeners understand.	S 5.5 Adapt word choice, word stress, and/or grammar to enhance communication.	S 6.5 Use a variety of strategies to clarify meaning.

ESOL Writing Benchmarks Arranged by Level and Component of Performance (COP)

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
C1 Determine the purpose for communicating.	W 1.1 Generate ideas for writing (e.g., copy simple text).	W 2.1 Generate ideas for writing (e.g., copy simple text, use picture dictionary).	W 3.1 Generate ideas for writing (e.g., word webs).	W 4.1 Generate ideas for writing (e.g., discussions).	W 5.1 Generate ideas for writing (e.g., Venn diagrams, brainstorming).	W 6.1 Generate ideas for writing (e.g., outlines from resources, notes from resources).
C2 Organize and present information to serve the purpose, context, and audience	W 1.2 Begin to organize personal information (e.g., name, address).	W 2.2 Organize personal information (e.g., name, address).	W 3.2 Organize simple sentences.	W 4.2 Organize simple sentences with a beginning, middle, and end.	W 5.2 Organize simple writing with a developed beginning, middle, and end.	W 6.2 Organize writing with a developed introduction, supporting details, and conclusion.
	W 1.3 Produce personal information words.	W 2.3 Produce familiar words and short learned phrases (e.g., “I come from Mexico.”)	W 3.3 Produce simple sentences on familiar subjects.	W 4.3 Produce a simple paragraph on a familiar topic.	W 5.3 Produce simple paragraphs with topic sentences and supporting details.	W 6.3 Produce a multiple paragraph text with an introduction, body, and conclusion.
C3 Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers’ comprehension.	W 1.4 Exhibit minimal control of basic grammar.	W 2.4 Exhibit beginning control of basic grammar (e.g., “to be” verb in present tense, subject pronouns).	W 3.4 Illustrate some control of basic grammar (e.g., present and simple past tenses, prepositions, subject-verb agreement).	W 4.4 Use grammatical structures (e.g., future and common irregular past tenses, commonly-used adjectives, pronouns, prepositions, possessives).	W 5.4 Use some complex grammatical structures (e.g., transitions, prepositions, articles, modals) with errors.	W 6.4 Use a variety of grammatical structures (e.g., perfect tenses, clauses, indirect objects) with few errors.
	W 1.5 Use conventions of spelling and punctuation (e.g., sound/ symbol correspondence, capital letters for names and locations).	W 2.5 Use conventions of spelling and punctuation (e.g., increasing phonemic awareness, capital letters at beginning of sentences, periods).	W 3.5 Use conventions of spelling and punctuation (e.g., commas in a list, end punctuation, common spelling patterns).	W 4.5 Use conventions of spelling and punctuation (e.g., apostrophes, commas in complex sentences).	W 5.5 Use mostly correct spelling and punctuation.	W 6.5 Refine use of conventions of spelling and punctuation.
C4 Seek feedback and revise to enhance the effectiveness of communication.	W 1.6 Edit personal information based on teacher feedback (e.g., edit name, address, birth date).	W 2.6 Begin to recognize simple errors (e.g., legibility and word order).	W 3.6 Edit and revise writing based on teacher feedback.	W 4.6 Edit and revise writing based on teacher and peer editing.	W 5.6 Edit and revise writing based on self editing using dictionaries and checklists.	W 6.6 Edit and revise writing based on self editing and other feedback.

BEGINNING ESOL LITERACY (LEVEL 1)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 1, every Ohio ESOL student will know and be able to:

- R 1.1 Recognize letters, numbers, and some basic sight words.
- R 1.2 Use strategies to understand text (e.g., decode simple familiar words, use pictures, picture dictionary, or bilingual dictionary).
- R 1.3 Use strategies to monitor word recognition of letters, words, and numerals (e.g., reread).
- R 1.4 Recognize important personal information in print.
- R 1.5 Show awareness of simple print.
- R 1.6 Complete a task (e.g., matching, filling in a blank, circling words).

BEGINNING ESOL (LEVEL 2)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 2, every Ohio ESOL student will know and be able to:

- R 2.1 Recognize basic survival words and signs (e.g., stop, enter, exit).
- R 2.2 Use strategies to understand text (e.g., decode familiar words, recognize common sight words, use pictures, picture dictionary, or basic ESOL dictionary).
- R 2.3 Use strategies to monitor decoding and word recognition of letters, words, and numerals (e.g., reread, question).
- R 2.4 Seek clarification by rereading.
- R 2.5 Draw conclusions (e.g., from graphics, from words).
- R 2.6 Complete a task (e.g., follow simple one-step directions such as “Open book to page 20.”).

LOW INTERMEDIATE ESOL (LEVEL 3)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 3, every Ohio ESOL student will know and be able to:

- R 3.1 Comprehend basic information (e.g., signs, notes) and simple sentences.
- R 3.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).
- R 3.3 Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary (e.g., make word lists, look back or read on, identify word errors).
- R 3.4 Seek clarification by looking back to text or reading on.
- R 3.5 Draw conclusions (e.g., from phrases, from simple sentences).
- R 3.6 Complete a task (e.g., follow longer directions such as “Call Maria at home at 9 p.m.”).

HIGH INTERMEDIATE ESOL (LEVEL 4)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 4, every Ohio ESOL student will know and be able to:

- R 4.1 Comprehend information in common forms and simple paragraphs (e.g., simple job application, classifieds, phone book).
- R 4.2 Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, apply context and language clues).
- R 4.3 Use strategies to monitor comprehension of simple paragraphs on familiar topics (e.g., restate, copy and rephrase text, use context).
- R 4.4 Seek clarification by asking and answering questions.
- R 4.5 Draw conclusions (e.g., from sentences using sequence of events or description, from simple paragraphs using sequence of events or description).
- R 4.6 Complete a task (e.g., follow two-step to three-step directions such as “Call Maria at home at 9 p.m. and invite her to dinner.”).

LOW ADVANCED ESOL (LEVEL 5)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 5, every Ohio ESOL student will know and be able to:

- R 5.1 Comprehend simple graphs, charts, diagrams, and paragraphs.
- R 5.2 Use strategies to understand text (e.g., draw on prior knowledge, use a basic or ESOL dictionary, look for root words).
- R 5.3 Use strategies to monitor comprehension of information on familiar topics with unfamiliar vocabulary (e.g., recall, explain the content of the text, use simple examples).
- R 5.4 Seek clarification by restating and rephrasing.
- R 5.5 Draw conclusions (e.g., finding main idea of a paragraph, using compare/contrast).
- R 5.6 Complete a task (e.g., follow multi-step directions on familiar topics such as directions to the library).

HIGH ADVANCED ESOL (LEVEL 6)

STANDARD:

Read With Understanding

To read with understanding, Ohio ABLE students should:

- Determine the reading purpose.
- Select reading strategies appropriate to the purpose.
- Monitor comprehension and adjust reading strategies.
- Analyze the information and reflect on its underlying meaning.
- Integrate it (i.e., new information) with prior knowledge to address the reading purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 6, every Ohio ESOL student will know and be able to:

- R 6.1 Read authentic materials to gain knowledge (e.g., to prepare a report).
- R 6.2 Use strategies to understand text (e.g., skim and scan, use dictionaries, use word parts).
- R 6.3 Use strategies to monitor comprehension of information on unfamiliar topics (e.g., pose and answer questions, alter reading rate).
- R 6.4 Seek clarification by explaining content and giving examples.
- R 6.5 Draw conclusions (e.g., summarizing from multiple paragraphs, using fact/opinion).
- R 6.6 Complete a task (e.g., follow complex directions such as recipes).

BEGINNING ESOL LITERACY (LEVEL 1)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 1, every Ohio ESOL student will know and be able to:

- L 1.1 Demonstrate comprehension of simple words, including basic, emergency, and survival words.
- L 1.2 Begin to comprehend basic nonverbal cues (e.g., eye contact, gestures) in informal settings.
- L 1.3 Use nonverbal strategies to demonstrate lack of comprehension (e.g., shrugging, shaking head).
- L 1.4 Respond to simple questions with simple learned phrases.

BEGINNING ESOL (LEVEL 2)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 2, every Ohio ESOL student will know and be able to:

- L 2.1 Demonstrate comprehension of simple phrases and sentences with familiar vocabulary.
- L 2.2 Comprehend nonverbal facial and body cues (e.g., frown, smile, shrug).
- L 2.3 Use verbal strategies to demonstrate lack of comprehension (e.g., ask speaker for repetition, begin rephrasing).
- L 2.4 Respond to simple personal questions.
- L 2.5 Recognize simple conventions of speech (e.g., common contractions, such as, “can’t,” “what’s”) by responding appropriately.

LOW INTERMEDIATE ESOL (LEVEL 3)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 3, every Ohio ESOL student will know and be able to:

- L 3.1 Demonstrate comprehension of sentences on simple topics.
- L 3.2 Comprehend nonverbal facial and body cues in informal, social settings.
- L 3.3 Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener uses simple rephrasing to check understanding).
- L 3.4 Respond appropriately to simple questions and one-step directions.
- L 3.5 Recognize conventions of speech (e.g., common contractions, such as, “can’t”, “what’s”) by responding appropriately.

HIGH INTERMEDIATE ESOL (LEVEL 4)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 4, every Ohio ESOL student will know and be able to:

- L 4.1 Demonstrate comprehension of familiar topics.
- L 4.2 Comprehend nonverbal facial and body cues (e.g., personal space, touching, body position) in informal or formal settings.
- L 4.3 Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener asks for clarification).
- L 4.4 Respond appropriately to questions and two-step directions from various listening situations.
- L 4.5 Recognize frequency adverbs and simple modals (e.g., “can,” “must,” “should”) by responding appropriately.

LOW ADVANCED ESOL (LEVEL 5)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 5, every Ohio ESOL student will know and be able to:

- L 5.1 Demonstrate some comprehension of less familiar topics and vocabulary, and authentic listening sources (e.g., weather forecast, telephone menu) related to daily life and work.
- L 5.2 Begin to distinguish between formal and informal language.
- L 5.3 Ask questions to check comprehension (e.g., listener asks targeted/more specific questions for clarification).
- L 5.4 Respond appropriately to various listening sources (e.g., telephone, video, recorded announcements).
- L 5.5 Recognize reduced speech (e.g., “gonna,” “wanna”) and common idioms (e.g., “What’s up?”) by responding appropriately.

HIGH ADVANCED ESOL (LEVEL 6)

STANDARD:

Listen Actively

To listen actively, Ohio ABLE students should:

- Attend to oral information.
- Clarify purpose for listening and use listening strategies appropriate to that purpose.
- Monitor comprehension, adjusting listening strategies to overcome barriers to comprehension.
- Integrate information from listening with prior knowledge to address listening purpose.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 6, every Ohio ESOL student will know and be able to:

- L 6.1 Demonstrate comprehension of most everyday subjects spoken with fluency.
- L 6.2 Comprehend and distinguish between formal and informal language.
- L 6.3 Use various strategies to demonstrate comprehension (e.g., listener provides clarification, when necessary).
- L 6.4 Has increasing ability to understand directions and questions without face to face contact (e.g., television, telephone, radio).
- L 6.5 Recognize prepositions and phrasal verbs, (e.g., “ran into”) and begin to recognize slang and colloquialisms (e.g., “cool”) by responding appropriately.

BEGINNING ESOL LITERACY (LEVEL 1)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 1, every Ohio ESOL student will know and be able to:

- W 1.1 Generate ideas for writing (e.g., copy simple text).
- W 1.2 Begin to organize personal information (e.g., name, address).
- W 1.3 Produce personal information words.
- W 1.4 Exhibit minimal control of basic grammar.
- W 1.5 Use conventions of spelling and punctuation (e.g., sound/ symbol correspondence, capital letters for names and locations).
- W 1.6 Edit personal information based on teacher feedback (e.g., edit name, address, birth date).

BEGINNING ESOL (LEVEL 2)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 2, every Ohio ESOL student will know and be able to:

- W 2.1 Generate ideas for writing (e.g., copy simple text, use picture dictionary).
- W 2.2 Organize personal information (e.g., name, address).
- W 2.3 Produce familiar words and short learned phrases (e.g., "I come from Mexico.").
- W 2.4 Exhibit beginning control of basic grammar (e.g., "to be" verb in present tense, subject pronouns).
- W 2.5 Use conventions of spelling and punctuation (e.g., increasing phonemic awareness, capital letters at beginning of sentences, periods).
- W 2.6 Begin to recognize simple errors (e.g., legibility and word order).

LOW INTERMEDIATE ESOL (LEVEL 3)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 3, every Ohio ESOL student will know and be able to:

- W 3.1 Generate ideas for writing (e.g., word webs).
- W 3.2 Organize simple sentences.
- W 3.3 Produce simple sentences on familiar subjects.
- W 3.4 Illustrate some control of basic grammar (e.g., present and simple past tenses, prepositions, subject-verb agreement).
- W 3.5 Use conventions of spelling and punctuation (e.g., commas in a list, end punctuation, common spelling patterns).
- W 3.6 Edit and revise writing based on teacher feedback.

HIGH INTERMEDIATE ESOL (LEVEL 4)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 4, every Ohio ESOL student will know and be able to:

- W 4.1 Generate ideas for writing (e.g., discussions).
- W 4.2 Organize simple sentences with a beginning, middle, and end.
- W 4.3 Produce a simple paragraph on a familiar topic.
- W 4.4 Use grammatical structures (e.g., future and common irregular past tenses, commonly-used adjectives, pronouns, prepositions, possessives).
- W 4.5 Use conventions of spelling and punctuation (e.g., apostrophes, commas in complex sentences).
- W 4.6 Edit and revise writing based on teacher and peer editing.

LOW ADVANCED ESOL (LEVEL 5)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context, and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 5, every Ohio ESOL student will know and be able to:

- W 5.1 Generate ideas for writing (e.g., Venn diagrams, brainstorming).
- W 5.2 Organize simple writing with a developed beginning, middle, and end.
- W 5.3 Produce simple paragraphs with topic sentences and supporting details.
- W 5.4 Use some complex grammatical structures (e.g., transitions, prepositions, articles, modals) with errors.
- W 5.5 Use mostly correct spelling and punctuation.
- W 5.6 Edit and revise writing based on self editing using dictionaries and checklists.

HIGH ADVANCED ESOL (LEVEL 6)

STANDARD:

Convey Ideas in Writing

To convey ideas in writing, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and present information to serve the purpose, context, and audience.
- Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.
- Seek feedback and revise to enhance the effectiveness of communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 6, every Ohio ESOL student will know and be able to:

- W 6.1 Generate ideas for writing (e.g., outlines from resources, notes from resources).
- W 6.2 Organize writing with a developed introduction, supporting details, and conclusion.
- W 6.3 Produce a multiple paragraph text with an introduction, body, and conclusion.
- W 6.4 Use a variety of grammatical structures (e.g., perfect tenses, clauses, indirect objects) with few errors.
- W 6.5 Refine use of conventions of spelling and punctuation.
- W 6.6 Edit and revise writing based on self editing and other feedback.

BEGINNING ESOL LITERACY (LEVEL 1)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 1, every Ohio ESOL student will know and be able to:

- S 1.1 Communicate using basic, emergency, and survival words.
- S 1.2 Pronounce simple common consonant sounds and key vowel sounds.
- S 1.3 Use simple, highly familiar words (e.g., personal names, addresses) and numbers (e.g., dates, phone numbers, prices).
- S 1.4 Use gestures to add to meaning.

BEGINNING ESOL (LEVEL 2)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 2, every Ohio ESOL student will know and be able to:

- S 2.1 Communicate using simple phrases and sentences with familiar vocabulary, including memorized phrases.
- S 2.2 Pronounce common consonant and vowel sounds.
- S 2.3 Use grammatical structures (e.g., verb "to be" and subject pronouns in present tense) to communicate meaning.
- S 2.4 Use words necessary for daily life (e.g., food, basic body parts, American holidays, family).
- S 2.5 Use one-to two-word questions (e.g., "Apple?" "Where?"), learned questions, and repetition to ensure listeners understand.

LOW INTERMEDIATE ESOL (LEVEL 3)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 3, every Ohio ESOL student will know and be able to:

- S 3.1 Communicate using sentences on simple topics (e.g., needs, wants).
- S 3.2 Pronounce long and short vowels, blends, and diphthongs.
- S 3.3 Use grammatical structures (e.g., present tense, progressive tense, simple regular past tense) to communicate meaning.
- S 3.4 Use an increasing vocabulary for everyday situations (e.g., health, housing, banking, school).
- S 3.5 Use rephrasing to enhance communication.

HIGH INTERMEDIATE ESOL (LEVEL 4)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 4, every Ohio ESOL student will know and be able to:

- S 4.1 Participate in conversations on familiar topics.
- S 4.2 Communicate meaning by using common contractions (e.g., "can't," "won't") and stressed syllables in a word (e.g., "beau-ti-ful").
- S 4.3 Use grammatical structures (e.g., future and common irregular past tenses) to communicate meaning.
- S 4.4 Use descriptive words (e.g., commonly-used adjectives, commonly-used adverbs).
- S 4.5 Repeat, rephrase, or use circumlocution to ensure listeners understand.

LOW ADVANCED ESOL (LEVEL 5)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 5, every Ohio ESOL student will know and be able to:

- S 5.1 Communicate in a variety of contexts related to daily life and work.
- S 5.2 Begin to communicate meaning by using linking and intonation.
- S 5.3 Show some control over basic grammatical structures (e.g., modal verbs, present perfect tenses, and gerunds).
- S 5.4 Expand vocabulary appropriate for a variety of familiar contexts.
- S 5.5 Adapt word choice, word stress, and/or grammar to enhance communication.

HIGH ADVANCED ESOL (LEVEL 6)

STANDARD:

Speak So Others Can Understand

To speak so others can understand, Ohio ABLE students should:

- Determine the purpose for communicating.
- Organize and relay information to effectively serve the purpose, context and listener.
- Pay attention to conventions of oral English communication, including grammar, word choice, register, pace and gesture in order to minimize barriers to listener's comprehension.
- Use multiple strategies to monitor the effectiveness of the communication.

The following benchmarks are statements that every Ohio ESOL student will demonstrate the ability to do in order to advance to the next NRS Educational Functioning Level.

BENCHMARKS:

By the end of Level 6, every Ohio ESOL student will know and be able to:

- S 6.1 Communicate in social and work settings (e.g., opinions, complaints, problems) differentiating between formal and informal.
- S 6.2 Communicate meaning by using rhythm and stress patterns in sentences, and begin using appropriate pauses.
- S 6.3 Show control of most grammatical structures (e.g., perfect tenses, conditionals).
- S 6.4 Demonstrate basic fluency (e.g., register, word choice, gesture, pace).
- S 6.5 Use a variety of strategies to clarify meaning.